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filled or partially filled by an actual pause, whatever may have been done when it was sung. The examples cited in the review illustrated the fact that this pause sometimes stood in no relation to the sense. Some further examples will now be produced showing diaeresis which W. does not allow even in anapaestic tetrameters, in which there is no *tempus inane*:

ἀνδρ' ἀγαθὸν περὶ ᾧ | πατρίδι μαρνάμενον. Tyrtaeus.
πτωχεῖν πάντων | ἔστ' ἀνθρώπων. Tyrtaeus.
οὐδ' ἔρδειν ὅ τι μὴ | λῶιον ᾧ τελέσαι. Theognis.
ἀλλ' ὅς λῶιος, ὅς | μὴ πλέυνεσσι μέλοι. "
ἀνδρ' ἐφορῶ, ᾧ μὴ | μῶμος ἐπικρέμαται "

In the second example ἔστ' is for ἐστὶ and yet W. does not allow ὑμῖν | ἐσμέν on the ground that these words "must be treated as one word, precluding diaeresis of the verse". He rejects ἵνα μὴ, which does not seem to differ materially from ὅ τι μὴ | or ᾧ μὴ, and he does not allow ὅς in Aristophanes, Equites 526, which it will be worth while to compare with the fourth example cited above. The passage reads:

εἶτα Κρατίνου μεμνημένος, ὅς | πολλῶν ῥέουσας ποτ' ἐπάλω
διὰ τῶν ἀφελῶν πεδίων ἔρρει κ.τ.ε.

Here the diaeresis would suit the sense better than in the example from Theognis. In fact we might place a comma after ὅς and another after ἐπάλω. The text of Theognis is, however, uncertain in the second of the three verses cited from him above.

This evidence, furnished by the elegiac verse with its *tempus inane*, is *a fortiori*. A more similar analogy is found in the tragic trochaic tetrameter catalectic. In the extant tragedies there are no less than 754 verses of this sort and the first dimeter ends with a word in every verse with a single exception, Aeschylus, Persae, 165, ταῦτά μοι διπλὴ μέριμν' ἀφραστός ἐστιν ἐν φρεσίν. In a paper in The Transactions of the American Philological Association (for 1879, page 42) I said, "Even in the trochaic tetrameter catalectic, Aeschylus seems to have allowed elision, in one instance, to substitute apparent caesura for the otherwise universal diaeresis", and cited the above verse. In Bursian's Jahresbericht über die Fortschritte der Altertumswissenschaft, 63. 368, the reviewer, Professor Richard Klotz, says:

Ob man solche in der Elision latente Cäsuren oder, wie sie Humphreys nennt, Quasi-Cäsuren auch in jenem vielbesprochenen äschyleischen Tetrameter Pers. 165 annehmen soll, bleibt sehr zweifelhaft, da in dieser Vergattung diese Stelle ganz einzig dasteht und eine Umstellung des betonten διπλὴ ans Ende alle Bedanken leicht.beseitigt.

Now it does not matter who first proposed this emendation nor who or how many have accepted it nor whether the verse ought to be emended at all. The important fact is that the emendation may be assailed on exactly the grounds on which W. objects to the emendations proposed for anapaestic tetrameters, and his criteria would decide that many trochaic tetrameters are without diaeresis at the end of the

first dimeter. The following are selected from a large number of analogous examples (Dindorf's text), the vertical line marking the end of the first dimeter, whether it is the verse diaeresis or not: Aeschylus, Persae 172 ὑμῖν | ἐστὶ μοι, 238 αὐτοῖς | ἐστὶ, 722 Ἑλλης | πορθμὸν, 723 ὥστε with the infinitive; Euripides, Troades 454 φέρεσθαι | σοι, 770 ὥσπερ | καὶ ἐμέ before a vowel), 779 ἐλπίς | ἐστι, Phoenissae 610 ἀλλ' οὐ | πατρίδος, Ion 530 πατὴρ σὸς | εἰμι, 1252 τὰς σὰς | ξυμποράς |, Iphigenia in Aulide 1381 τὰς | δόβλας.

It is not claimed that the main diaeresis falls at the places marked in all these verses. Three, for instance, are divided between two speakers (Euripides, Troades 779, Phoenissae 610, Ion 530), and do not need such diaeresis for breathing. But what I do maintain is that, let the main diaeresis or caesura be where it may in either trochaics or anapaestics, the composers felt that a verse was faulty in which the first colon did not end with a word, and no matter how closely this word and the next were linked together, the fault was not so great as it would be if the colon ended within a word, so that ὑμῖν ἐσμέν (Av. 722), for instance, was not felt as a single word. The only alternative I see to this conclusion is to ascribe to accident the phenomena presented, which seems to me to be out of the question. The feeling mentioned would naturally grow out of hearing, reading, and composing verses the vast majority of which had the main diaeresis in the middle. Analogously, any one who has often read all the extant tragedies must feel a shock, in reading tragic trimeters, when he comes upon a violation of Porson's Rule. So, in Latin trimeters and hexameters it relieves the harshness even when, in a verse without normal caesura, the suture of a compound word coincides with the place of the main caesura. Some scholars, Lucian Müller for instance, call this 'tmesis' and cut the compound in two with the caesura. The Horatian examples are familiar to all.

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MILTON W. HUMPHREYS.

THE CLASSICAL SECTION, NEW YORK STATE TEACHERS' ASSOCIATION

The Classical Section of The New York State Teachers' Association held its second meeting for 1916 on December 29, in Syracuse, in connection with the annual meeting of the Association of Academic Principals. The meeting was well attended.

In the absence of the President for 1916, Dr. Mason D. Gray, Mr. Joseph P. Behm, of the Central High School, Syracuse, presided. Professor John Ira Bennett, President-Elect for 1917, sent in his resignation. In his stead Mr. Behm was elected. The office of Secretary-Treasurer for 1917 being thus vacant, Mr. Willis M. Galloway, of the Central High School, Syracuse, was elected to that office.

The programme was as follows: The Classics and Modern Business, Mr. Donald Dey (of the Department Store of Dey Brothers and Company, Syracuse); The Classics and the Legal Profession, Mr. Stewart F. Hancock, Attorney, Syracuse; The Latin Language and Literature in Relation to Culture, the Rev. William

M. Dwyer, St. Mary's Church, Clinton; The Classical Reading League, Professor G. D. Kellogg; Suggestions for Creating an Esprit de Corps among Pupils in Latin, Mrs. Mae Fuller Chaffee, High School, Cortland; The New Syllabus for the First Two Years of High School Latin, Dr. S. Dwight Arms, New York State Education Department.

WILLIS M. GALLOWAY, *Secretary-Treasurer*.

THE CLASSICAL READING LEAGUE¹

The Classical Reading League should by this time be familiar, at least by name, to most teachers of Latin in New York State. The circulars describing it were widely distributed.

The Classical Reading League is not a *free* Correspondence Course. No fee is charged and it is not expected that, while it is managed on the present plan, exercises should be corrected or translation difficulties explained and collateral reading recommended by mail. No one can predict into what such a Classical Reading League may eventually grow. But, as at present organized, the Classical Reading League is what its name implies, a league for private reading. The committee in charge this year, headed by Union College through its chairman, offers a number of carefully selected Greek and Latin courses, with text books and collateral reading clearly indicated, and requests that quarterly reports be sent by readers to the chairman.

The purpose of The Classical Reading League is to encourage private reading of the Classics, by helping readers to make interesting and profitable selections. For many years educators in this country have been deploring the fact that many teachers have enjoyed only limited opportunities for advanced study in the specialties which they are teaching. Some have been to College or to Normal School; a few have attended graduate courses in the Universities. Undoubtedly the great mass of teachers are not, strictly speaking, professional teachers; nine-tenths are women, who are not planning to make school-teaching a life-work, but rather an honorable and profitable means of self-support, until they assume the joys and the cares of the honorable estate of matrimony and apply their teaching experience in the sphere of their own homes. In reality there are relatively few trained professional teachers, who are destined to perfect themselves in their specialty and continue their private and professional studies widely and deeply, both for love of their profession and because their professional advancement so largely depends upon it.

Now it should not be a matter of argument, that to teach Latin acceptably, and to hand down to the younger generation in its unimpaired integrity the classical tradition, the teacher should be equipped with something more than a method for teaching language, and something more than a knowledge of the few pages of text in which the pupils must be drilled. Obviously the younger teachers, upon whom often falls the full burden and responsibility of giving beginners their start in classical instruction, would find it of immense advantage, both to their own cultural life and to their professional success, if they had some knowledge of the wider reaches of Latin life and literature; yes, a knowledge of the Greek language and literature as well, and a love for the ancient classical spirit as manifested in its literary, historical and artistic monuments.

Every teacher of Latin should remember that he is a transmitter of the great classical tradition, and a recog-

nized inspirer of American youth, to the end that they may be kindled with a love for the great achievements of the past and themselves become transmitters of the torch of ancient culture.

The Classical Reading League is but a modest attempt to make it pleasant and easy for every teacher of Latin or Greek or both in this State to enlist in a campaign of self-cultivation and professional advancement. Membership is voluntary; it requires practically no expense; it entails no onerous obligations; no difficult fields for study and investigation; it involves really no considerable outlay of time; it offers cooperation in courses of reading, making profitable the banding together of teachers or teachers and pupils in reading circles, classical clubs and the like; and finally it promises to those who follow a course through, honorable mention, to be made at the annual meeting of The Classical Section of The New York State Teachers' Association, and to be printed in the periodical of the Association, known as *The Journal*.

Is the work required so formidable as to deter a busy teacher from joining? How much reading is required in the average course? Fifty pages! That is, one page a week! Only *six lines per day!* Each course offered this year may be taken with reference to the subject being taught in the teacher's classes. The passages from Caesar are easy and excellent material for sight reading, involving few syntactical or vocabulary difficulties. The same is true of the selections from the Epistles and the Orations of Cicero, the Eclogues, Georgics and Aeneid of Vergil, Ovid's Metamorphoses, the Elegiac poets, Homer, Plato, Demosthenes, Elementary Greek and Latin Prose Composition. No examinations are required, except in Elementary Greek, where the Regents examination will suffice. In other courses a statement that the course has been conscientiously pursued is sufficient.

Already 227 teachers are enrolled for a total of 440 courses: in Caesar, 111; Cicero, 89; Vergil, 69; Ovid, 47; Elegiac Poets, 24; Latin Composition, 40; Elementary Greek, 9; Homer, 24; Plato, 16; Demosthenes, 11. This makes a total of 380 Latin courses, and 60 Greek courses.

This is a very good beginning for the League. This year it is in charge of Union College; next year it will be in charge of the University of Rochester; and in turn the College of the City of New York, Hobart, Hamilton and Syracuse will conduct it.

What are the results which we hope will be gained by a hearty cooperation in this Classical Reading League?

(1) Teachers better read, more enthusiastic, more intelligent and adaptable.

(2) Teachers with a more thorough knowledge of the Latin language, better equipped for Latin and Greek sight reading, and less timid about prosecuting it.

(3) Teachers with a tighter grip on Prose Composition—a knowledge that tends to give new interest to the reading and a feeling of authority.

(4) Teachers will get a new incentive to do advanced or professional work at Universities and Summer Schools.

(5) New life will be given to Classical Clubs in the Schools, and Classical Associations in the state and counties.

(6) Our teachers will surely become better transmitters of the classical tradition.

(7) The cause of the Classics will be more devotedly championed because better understood and intelligently pursued.

(8) More pupils will begin and continue the studies of Latin and Greek.

It is hard to see why all our Latin teachers do not enroll in this free and promising Reading League!

UNION COLLEGE.

GEORGE D. KELLOGG.

¹This paper was read before The Classical Section of the New York State Teachers' Association, December 29, 1916. To the League reference was made in THE CLASSICAL WEEKLY 9.223, 10. 104. Inquiries concerning the League should be addressed to Professor Kellogg, Chairman of the Committee in charge of the League, 1916-1917. C. K.